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ABSTRACT

This document provides a look at the state of the arts in the southeastern region of the National Art Education Education Association. The data for the report were collected originally to assist the Georgia Art Education Association to advocate for the arts in education during the year 2000. It proved to be difficult to obtain consistent data from the survey questions because people rotated in and out of the Georgia State Department of Education. The survey was expanded to included the southeastern United States and it also proved to be difficult to obtain consistent data. The data from the survey are organized by categories about the arts (arts requirements for high school graduation; arts requirements for college entrance; state standards for the arts; state assessment measures in the arts; state arts education legislation; certification requirements for arts teachers; professional development requirements for arts teachers; other state activities related to arts education; current legislative/advocacy efforts; state funding formulas for funding arts education; types of state testing for certification; supply funding; and then by each state in the southeast: Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia. (BT)

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"State of the Arts"

in the Southeastern Region of State Affiliates of the

National Art Education Association

March 11, 2002

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"State of the Arts" in the Southeastern Region of the National Art Education Association.

This document provides a look at the "State of the Arts" in the Southeastern Region of the National Art Education Association. This data was originally collected to assist the Georgia Art Education Association to advocate for the arts in education during the year 2000. In order to know what to advocate, it was necessary for GAEA to know what our state actually supported and what other states were supporting. It became obvious that people rotated in and out of the State Department of Education as it was difficult to get answers to my questions. When they were able to respond I usually received conflicting answers. After expanding my survey, I was surprised to find out that it was just as difficult to find information among state leaders not only in Georgia, but throughout the Southeast.

I started this process by gathering a baseline of raw data found on the website of the National Congress of State Legislatures (see address below) that provided the starting point for information provided in this document. Additional information was derived from the websites of the Educational Testing Service, the National Board for Professional Teaching Standards, and the Georgia Professional Standards Commission. Perhaps the richest information came from comments given by the State Presidents and other regional leaders. Please only use this data as raw baseline information, being careful not to make inferences from the data without doing additional research.

It is the belief of this researcher and of many of my colleagues in the Georgia Art Education Association that a comprehensive study should be completed to show the "State of the Arts" in each state. This data can serve as a starting point to develop a comprehensive position statement about the arts in public education and to develop a unified strategy for seeking its implementation throughout the Southeast. A team of data collectors/researchers in each state should be convened to examine each category presented in this document for accuracy before proceeding with such a unified strategy.

Note: Raw data was collected from a number of sources including:

website of the National Board for Professional Teaching Standards - http://www.nbpts.org/
website of the Educational Testing Service Network - http://www.ets.org/
website of the Georgia Professional Standards Commission - http://www.gapsc.com/
website of the National Congress of State Legislatures –
http://www.ncsl.org/programs/arts/artsed/artedhom.htm
submissions from State Art Education Association Leaders

The data is organized according to categories about the arts and then by each state in the Southeast.

State	Arts Requirement for High School Graduation
Alabama	According to a study by the National Congress of State Legislatures in 1998: The state board of education recently adopted a high school graduation requirement of 1/2 credit in fine arts. From Jan Stephens, AAEA President Alabama's state legislature and the state department of education adopted what is known in our state as the 4x4 plan several years ago. This plan requires all high school students to acquire 4 carnegie units in each of the areas of Mathematics, Science, Social Studies and English in order to graduate. The Alabama Art Education Association together with some of the other arts organizations in the state requested that at least one-half a carnegie unit in one of the arts areas be added to the 4x4 graduation plan. The state granted our request. For the first time in our state's history, the arts are a part of the high school graduation requirements.
Florida	According to a study by the National Congress of State Legislatures in 1998: One-half credit in performing arts and one-half credit in practical arts, or one year of performing fine arts, or one year of practical arts (practical arts includes shop, computer, home economics and office skills classes) are required for high school graduation.
Georgia	According to a study by the National Congress of State Legislatures in 1998: Georgia does not have a specific arts requirement for high school graduation. The arts are included in the list of required electives for all students and as an option from the core electives for students seeking diplomas with distinction.
Kentucky	According to a study by the National Congress of State Legislatures in 1998: New minimum high school requirements begin for the graduating class of 2002. An important new piece to the graduation requirements is a credit in the History and Appreciation of Visual and Performing Arts or another arts course which incorporates such content. The Program of Studies, the most recent regulated document, addresses the content for this credit. This document also provides content for arts disciplines at primary, intermediate and middle levels. George Szekely reported: that all high school students now must have a credit in the History and Appreciation of visual and Performing Arts to graduate.
Louisiana	According to a study by the National Congress of State Legislatures in 1998: There are no high school graduation requirements in the arts. However, the State Board of Elementary and Secondary Education Honors Curriculum requires one unit Fine Arts Survey or substitution of any two units in band, orchestra, choir, dance, arts or drama. (Louisiana Department of Education Bulletin 741)

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State	Arts Requirement for High School Graduation
Mississippi	According to a study by the National Congress of State Legislatures in 1998: One credit in fine arts (dance, music, theater or visual art) is required for high school graduation.
North Carolina	According to a study by the National Congress of State Legislatures in 1998: None statewide. Some individual school systems have an arts requirement for graduation.
South Carolina	According to a study by the National Congress of State Legislatures in 1998: None reported
Tennessee	According to a study by the National Congress of State Legislatures in 1998: None. However, one unit of fine arts is required for high school students in the university path.
Virginia	According to a study by the National Congress of State Legislatures in 1998: One course in fine arts (dance, music, theater or visual art) or practical arts (any approved course in a vocational program sequence) is required for high school graduation.

State	Arts Requirement for College Entrance
Alabama	According to a study by the National Congress of State Legislatures in 1998: There are no college requirements.
Florida	According to a study by the National Congress of State Legislatures in 1998: There are no college entrance requirements.
Georgia	According to a study by the National Congress of State Legislatures in 1998: There are no college entrance requirements.
Kentucky	George Szekely reported: that All Kentucky Colleges/Universities now require a fine arts credit for unconditional admission to the school.
Louisiana	According to a study by the National Congress of State Legislatures in 1998: College bound students are required to complete one unit Fine Arts Survey or two units of performance courses in music, dance or theatre; or two units of studio art courses.
Mississippi	According to a study by the National Congress of State Legislatures in 1998: There are no college entrance requirements for the arts.

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State	Arts Requirement for College Entrance (con't)
North Carolina	According to a study by the National Congress of State Legislatures in 1998: None reported.
South Carolina	According to a study by the National Congress of State Legislatures in 1998: None reported.
Tennessee	According to a study by the National Congress of State Legislatures in 1998: One unit of fine arts is required for high school students in the university path.
Virginia	According to a study by the National Congress of State Legislatures in 1998: There are no arts requirements for college entrance.

State	State Standards for the Arts
Alabama	According to a study by the National Congress of State Legislatures in 1998: The Alabama State Board of Education was directed by the Legislature in 1995 to establish a core curriculum that includes instruction in music and visual arts. Alabama has not adopted the National Standards for Arts Education. In February 1998, the Alabama Department of Education adopted the Alabama Fine Arts Course of Study. This document outlines content standards in visual arts, music, drama and dance. Implementation is to begin with school year 1999-2000 for grades K-12. These content standards are loosely based on the national standards. From Jan Stephens, AAEA President A second note worthy development followed the adoption of the 4x4 plan when in 1998 the state department of education developed a new "Course of Study for Arts Education". This document is a first for our state as it includes minimum content standards and achievement standards for students in all grades, K-12 in each of the four arts disciplines of Visual Arts, Music, Theatre and Dance. It is quite an impressive document that was written using the national standards as the frame of reference.
Florida	According to a study by the National Congress of State Legislatures in 1998: Current curriculum guidelines in Florida were developed in 1984 and include an arts framework for grades 6-12 in visual art, music, dance and drama. The State Department of Education recently revised these guidelines to incorporate the National Standards for Arts Education (what every student should know by grades 4, 8 and 12) in music, visual art, dance and theater. The new framework covers grades K-12 and established specific goals for each arts discipline. The standards were adopted by the State Board of Education in 1996.
Georgia	According to a study by the National Congress of State Legislatures in 1998: Georgia's content standards are in the state-mandated Quality Core Curriculum (QCC).

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State	State Standards for the Arts (con't)
	There are four major areas for all fine arts: * Artistic skills and knowledge: creating, producing and performing * Historical and cultural context * Critical analysis and aesthetic understanding * Connections, The QCC's can be reviewed on the Internet through the Georgia Department of Education's Web site at www.glc.k12.ga.us.
Kentucky	According to a study by the National Congress of State Legislatures in 1998: In the Kentucky Education Reform Act of 1990, seven capacities were created to serve as the basis for instructional programs in Kentucky's public schools. The fifth capacity is "sufficient grounding in the arts to enable each student to appreciate their cultural and historical heritage". In addition to the capacities, legislation developed six learning goals. One of these goals states that schools shall develop their students' ability to apply core concepts and principles from the arts, the humanities and other subjects to situations they will encounter throughout their lives. Legislation demanded that these goals be framed in measurable terms. Therefore, academic expectations were developed. The Kentucky Academic Expectations (what Kentucky students should know and be able to do as they exit public schools) outlines broad learning goals for all students. Even though there are 57 Academic Expectations, eight apply strongly in the arts.
Louisiana	According to a study by the National Congress of State Legislatures in 1998: The State Department of Elementary and Secondary Education adopted the Louisiana Arts Content Standards developed by the Louisiana Department of Education in April 1997. In addition, the Louisiana Department of Education has developed state curriculum guidelines and frameworks in all arts disciplines for grades K-12.
Mississippi	According to a study by the National Congress of State Legislatures in 1998: The state department of education developed new arts curriculum frameworks, using the National Standards for Arts Education as a guideline. The frameworks were implemented across the entire state in 1997 when all K-8 students started receiving arts instruction as required by the state's new accreditation standards. The board of education also accepted a proposal to include the arts in the elementary curriculum as part of the new accreditation standards. The State Department of Education recommends instruction time in all the arts as follows: K-8 Music - 2.5 hour/week, K-8 Art - 1.5 hour/week, K-8 Theater - 1 hour/week, K-8 Dance - 1 hour/week
North Carolina	According to a study by the National Congress of State Legislatures in 1998: The state department of education developed state art standards in 1996, using the National Standards for Arts Education as a reference. In addition, North Carolina adopted a Basic Education Program with curriculum guidelines for all arts disciplines designed to provide content sequence and learning outcomes. Local school districts are expected to offer all components of the Basic Education Program with a few exceptions. The state board of education currently requires instruction in dance, music, drama and visual arts in grades K-5. At least one of the arts must be taught each year for grades 6-8.

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The state department of education developed state art standards in 1996, using the National Standards for Arts Education as a reference. In addition, North Carolina adopted a Basic Education Program with curriculum guidelines for all arts disciplines designed to provide content.

Rebecca Bailey, NCAE President, reported that the North Carolina Board of Education adopted a revision of the Standard Course of Study in Visual Art at it's December, 2000 meeting. It will be available on the DPI website Spring, 2001. The new SCS will go into effect Fall, 200??

State	State Standards for the Arts (con't)
South Carolina	According to a study by the National Congress of State Legislatures in 1998: South Carolina approved visual and performing arts curriculum frameworks in 1993, which are currently being used as guidelines in school districts statewide. These voluntary frameworks were developed at the same time as the National Standards for Arts Education and are similar. The department of education is sponsoring the development of more specific standards than the content standards in the framework, by a team of teachers, higher education faculty and coordinators. These new standards will be submitted to the board in summer 1998. State law currently requires instruction for grades 1 - 6 in both music and visual arts by a specialist for a minimum of 40 minutes per week for 36 weeks each.
Tennessee	According to a study by the National Congress of State Legislatures in 1998: Tennessee officially adopted the National Standards for Arts Education as the basis for all arts curriculum frameworks developed by the state. The existing frameworks were revised and distributed to the state's school districts where they will be used as the basis for arts instruction.
Virginia	According to a study by the National Congress of State Legislatures in 1998: Virginia revised the Fine Arts Standards of Learning in 1989. There are no current plans to revise the standards again and align them with the National Standards for Arts Education. Virginia also incorporates Theatre Standards of Learning into the English/Language Arts Standards of Learning. Dance standards are part of the Physical Education Standards of Learning. The state board of education currently requires that schools provide instruction in music and art. Music Art K-5 K-5 Lin Ferrell, VAEA vice-president, reported that Virginia' s State Board of Ed. approved newly revised Standards of Learning for Visual Arts, Dance, Music and Theatre in May, 2000.

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State	State Assessment Measures in the Arts
Alabama	According to a study by the National Congress of State Legislatures in 1998: Alabama has no plans for assessment measures in the arts.
Florida	According to a study by the National Congress of State Legislatures in 1998: The 1984 course curriculum outlines suggested student performance standards for visual art, music, dance and drama courses taught in grades 6-12. The 1996 curriculum framework suggests benchmarks for student performance at K-2, 3-5, 6-8 and 9-12 for all four art forms. Under the new guidelines, each district is more accountable for student performance. Statewide assessments are not required so it is up to each district to assess in the arts. The 1984 course curriculum outlines suggested student performance standards for visual art, music, dance and drama courses taught in grades 6-12. The 1996 curriculum framework suggests benchmarks for student performance at K-2, 3-5, 6-8 and 9-12 for all four art forms. Under the new guidelines, each district is more accountable for student performance. Statewide assessments are not required so it is up to each district to assess in the arts.
Georgia	According to a study by the National Congress of State Legislatures in 1998: None reported
Kentucky	According to a study by the National Congress of State Legislatures in 1998: In Kentucky, statewide assessment in the arts is based on academic expectations. The Core Content for Assessment is a document created to indicate what will be assessed on statewide tests. Presently, all students are assessed in all four arts disciplines at grades 5, 8 and 11. Literature is included in the assessment at grades 8 and 11. Humanities are added at grade 11. Kentucky Instructional Results Information System (KIRIS) includes multiple choice and open response items. Each grade level has 12 forms, each having 12 multiple choice items and three open response items. The arts assessment counts for 7 percent of a local school's accountability index. Individual student scores are not provided in the arts. Eight multiple choice and 2 open responses are included for accountability. The remaining items are pretest items. Kentucky is moving toward a new assessment in the 1998-1999 school year. Commonwealth Accountability Testing System (CATS) will be clearly outlined late in 1998. In the Kentucky Education Reform Act of 1990, seven capacities were created to serve as the basis for instructional programs in Kentucky's public schools. The fifth capacity is "sufficient grounding in the arts to enable each student to appreciate their cultural and historical heritage". In addition to the capacities, legislation developed six learning goals. One of these goals states that schools shall develop their students' ability to apply core concepts and principles from the arts, the humanities and other subjects to situations they will encounter throughout their lives. Legislation demanded that these goals be framed in measurable terms. Therefore, academic expectations were developed. The Kentucky Academic Expectations (what Kentucky students should know and be able to do as they exit public schools) outlines broad learning goals for all students. Even though there are 57 Academic Expectations, eight apply strongly in the arts.

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State	State Assessment Measures in the Arts (con't)
Louisiana	According to a study by the National Congress of State Legislatures in 1998: None reported.
Mississippi	According to a study by the National Congress of State Legislatures in 1998: The original arts assessment initiative did not go forward and there is currently not a state arts assessment planned.
North Carolina	According to a study by the National Congress of State Legislatures in 1998: None reported.
South Carolina	According to a study by the National Congress of State Legislatures in 1998: The board of education has not yet determined if South Carolina will have assessment in the arts.
Tennessee	According to a study by the National Congress of State Legislatures in 1998: Tennessee does not currently include the arts in the Tennessee Comprehensive Assessment Program.
Virginia	According to a study by the National Congress of State Legislatures in 1998: Some local districts currently assess the arts using state guidelines as a reference. Lin Ferrell, VAEA vice-president, reported that there is currently no plan to fund statewide assessment in the arts.

State	State Arts Education Legislation
Alabama	According to a study by the National Congress of State Legislatures in 1998: 1995--HB 466, known as the Education Accountability Plan, requires development of a public school core curriculum that includes the arts. A certified specialist will teach sixty minutes of music and visual art to each student every week in elementary schools. In addition, beginning in 1997, music and visual art must be offered in public high schools as electives.
Florida	According to a study by the National Congress of State Legislatures in 1998: In 1991, the Florida Legislature adopted legislation comparable to the National Goals 2000 Legislation. Florida's legislation amends several sections of Chapter 229 and is a comprehensive attempt to reform education in the state. It is known as the Educational School Improvement Reform and Accountability Initiative (it was formerly called the Blueprint 2000 Act). The initiative sets forth seven goals and directs local districts to design plans for improving student performance. The result was development of curriculum frameworks in seven subject areas including the arts. The legislature also appropriates money to the State Arts Council and the department of education for Florida's "The Arts for a Complete Education Program". The program goal is to make

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	the arts part of the basic curriculum from pre-kindergarten through college and to designate learning outcomes. The program was started with an NEA planning grant and $500,000 in state matching funds. The annual appropriation ranges from $135,000 to $250,000. Legislation was proposed in the 1998 session that would have required public universities to include credits earned in high school fine arts courses when calculating high school grade point averages for the purpose of making admissions decisions and awarding of certain scholarships. It did not pass, but is likely to return in the 1999 session.
State	**State Arts Education Legislation (Con't)**
Georgia	According to a study by the National Congress of State Legislatures in 1998: The state legislature provides funding for music and arts specialists at the discretion of local districts who may opt to use the money for another purpose. From Tom Cato, GAEA President The state legislature funds an art, music, or PE position in k - 8 at 1 teacher per 345 students. Prior to Spring 2000 PE was mandated by the legislature so local school districts usually picked up the tab for art and/or music if they wanted to provide it. The Education Reform Bill of 2000 did away with legislative mandated PE. However, they left it up to the state school board to decide, and they reinstated the PE mandate for K - 5 but did not require it to be taught by certified PE instructors. They refused to mandate music and art.
Kentucky	According to a study by the National Congress of State Legislatures in 1998: None reported.
Louisiana	According to a study by the National Congress of State Legislatures in 1998: Louisiana Statutes Section 17:3026 State legislation created a special program that provides tuition for students to attend any public college or university in the state. Students must complete one unit of Fine Arts Survey or substitute two units in music, dance, theatre or studio art as part of their high school core curriculum to be eligible for the program.
Mississippi	According to a study by the National Congress of State Legislatures in 1998: Section 37-3-79 of the Mississippi Code provides for a comprehensive arts education program to be administered by the department of education and creates an arts specialist position within the department.
North Carolina	According to a study by the National Congress of State Legislatures in 1998: Chapter 115c-81 of the North Carolina Statutes, known as the Basic Education Program, outlines the full instructional program and support services that must be made available for all students and provides the resources required to do so. Article 8A, Chapter 115c-105.1 to 105.10 makes up the School Improvement and Accountability Act. This legislation holds schools accountable for student achievement. Chapter 116-64 establishes the North Carolina School of the Arts, a school for the professional training of students who have exceptional talent in the performing arts. Chapter 116-68

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authorizes the School Board of Trustees to establish a permanent endowment fund for the school.

State	State Arts Education Legislation (Con't)
South Carolina	According to a study by the National Congress of State Legislatures in 1998: Arts in Basic Curriculum (ABC) originated with the 1984 passage of the South Carolina Education Improvement Act. The ABC plan was to serve as a blueprint to improve arts education in South Carolina. The Target 2000 legislation incorporated the ABC plan. Target 2000--1989 This legislation expanded earlier education reform efforts to include the Arts in Basic Curriculum plan and the arts became part of the big picture in South Carolina education. Importantly for the arts, Target 2000 aimed to move students forward from basic skills to higher-order thinking skills. In its final form, the legislation mandated that students leave school able to demonstrate competence in the arts among other subjects. The legislation states, "The state board of education, in conjunction with the state arts commission, shall plan and develop discipline-based arts education curricula in the visual arts, music, dance and drama which complies with the state department of education frameworks. The state department of education shall cause the arts education curricula to be pilot tested in selected school districts, and shall provide in-service training programs for arts specialists and classroom teachers." The Joint Legislative Study Committee on Formula Funding shall review whether or not arts education should be given a weighting under the Education Finance Act. If appropriate, recommend a weighting and report to the Select Committee. The General Assembly shall phase in the arts education program and funding for the arts education program after piloting over 3 years in substantially equal intervals. The Target 2000 legislation allocated $1.3 million for arts education. South Carolina Laws--Section 59-50-10 In 1980, this legislation established the South Carolina Governor's School for the Arts and Humanities. The school was created to provide training for artistically talented students in creative writing, dance, music, theater and the visual arts.
Tennessee	According to a study by the National Congress of State Legislatures in 1998: In 1983, ongoing funding was specifically designated by the legislature for arts education through the department of education.
Virginia	According to a study by the National Congress of State Legislatures in 1998: None reported.

State	Certification Requirements for Arts Teachers
Alabama	According to a study by the National Congress of State Legislatures in 1998: Elementary schools: music certification and visual arts certification Secondary schools: music certification and visual arts certification
Florida	According to a study by the National Congress of State Legislatures in 1998: Elementary schools: music certification, dance certification, drama certification and

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State	Certification Requirements for Arts Teachers (con't)
	visual arts certification Secondary schools: music certification, dance certification, drama certification and visual arts certification
Georgia	According to a study by the National Congress of State Legislatures in 1998: Certification required in p-12 art, music, dance and theatre
Kentucky	According to a study by the National Congress of State Legislatures in 1998: Elementary schools: music certification (K-12) and visual arts certification (K-12) Elementary Certification (1-8) before 1990 All elementary teachers with 1-8 certification can teach all areas. Secondary schools: music certification (K-12) and visual arts certification (K-12) Special English certification--dramatics and speech (major and minor)
Louisiana	According to a study by the National Congress of State Legislatures in 1998: Elementary schools: music certification and visual arts certification Secondary schools: dance certification*, music certification and visual arts certification *Approved pending mandatory advertisement period
Mississippi	According to a study by the National Congress of State Legislatures in 1998: Elementary schools: music certification, dance certification, drama certification and visual arts certification Secondary schools: music certification, dance certification, drama certification and visual arts certification
North Carolina	According to a study by the National Congress of State Legislatures in 1998: Elementary schools: music certification, dance certification, theatre arts certification and visual arts certification Secondary schools: music certification, dance certification, theatre arts certification and visual arts certification Arts education certifications are all K-12 regardless of what grade level a teacher teaches. North Carolina reported that lateral entry certification is available. Teachers in this program must already have a position teaching art in the schools, take at least six credits a year, have an undergraduate degree in some subject, and complete the program in 5 years. The program content is designed by an IHE that has agreed to work with the student; content is based on review of transcripts and portfolio review. All certified personnel in addition to renewal credits in their areas of certification, are also required to complete 30 hours of technology training every 5 years.

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State	Certification Requirements for Arts Teachers (con't)
South Carolina	According to a study by the National Congress of State Legislatures in 1998: Elementary schools: music certification and arts in general certification Secondary schools: music certification and arts in general certification
Tennessee	According to a study by the National Congress of State Legislatures in 1998: Elementary schools: music certification and visual arts certification Secondary schools: music certification, visual arts certification and theater certification
Virginia	According to a study by the National Congress of State Legislatures in 1998: Elementary schools: music certification and visual arts certification Secondary schools: music certification, drama certification and visual arts certification

State	Professional Development Requirements for Arts Teachers
Alabama	According to a study by the National Congress of State Legislatures in 1998: None reported
Florida	According to a study by the National Congress of State Legislatures in 1998: None reported
Georgia	According to a study by the National Congress of State Legislatures in 1998: None reported. From Tom Cato, GAEA President Georgia requires 10 quarter hours or 6 semester hours of college credit every 5 years for renewal of certificate. SDU credits are acceptable in lieu of formal college credits.
Kentucky	According to a study by the National Congress of State Legislatures in 1998: None reported
Louisiana	According to a study by the National Congress of State Legislatures in 1998: None reported
Mississippi	According to a study by the National Congress of State Legislatures in 1998: There are no professional development requirements in the arts other than those that are required for teaching license renewal (in all areas). Depending on the type of license, this requires three to six college hours every ten years in the content area.

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State	Professional Development Requirements for Arts Teachers (con't)
North Carolina	According to a study by the National Congress of State Legislatures in 1998: All certified personnel are required to renew their certification every five years for the purpose of advancing professional knowledge and technical competency. Certificate renewal requires ten semester hours or fifteen renewal credits in course work related to areas of certification and professional responsibilities.
South Carolina	According to a study by the National Congress of State Legislatures in 1998: No response.
Tennessee	According to a study by the National Congress of State Legislatures in 1998: No response.
Virginia	According to a study by the National Congress of State Legislatures in 1998: None reported.

State	Other State Activities Related to Arts Education
Alabama	From Jan Stephens, AAEA President The demand for teaching positions in the visual arts has increased in the past four years in school systems across our state due in part to the graduation requirements but also due to block scheduling. Several of the largest school districts in the state have begun to schedule high school classes using the block scheduling system which allows more time in the schedule for elective courses.
Florida	According to a study by the National Congress of State Legislatures in 1998: Arts for a Complete Education day at the capitol is an annual event that is intended to raise awareness about the importance of arts education within the Florida school system. In addition, the program provides a forum for arts education advocates to showcase student achievements in the arts and to discuss policy concerns with legislators and agency representatives. The Youth Development through the Arts Intergovernmental Task Force is a prevention initiative unique to Florida. The task force was formed in 1995 to support partnerships for prevention through the arts. The task force promotes the arts as a tool to reaching youth at risk, and supports emerging and model programs in the state
Georgia	According to a study by the National Congress of State Legislatures in 1998: The Georgia Challenge Program is a curriculum-based arts education program. It is a partnership between the Georgia Council for the Arts and the Georgia Department of Education. The program provides matching grants to school systems to develop and implement sequential, curriculum-based arts education in grades K-5. Funded programs should result in permanent, systematic and educational improvement. Georgia Coalition for Arts Education is made up of 10 different organizations that have joined together to promote arts education in the state.

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From Tom Cato, GAEA President

The year 2000 was one of great upheaval in Georgia as our governor pushed forth his Education Reform Bill that among many things called for reduced class sizes in k-2 and greatly reduced class sizes for underachieving children. The bill also called for the end of due process (sometimes referred to as tenure for all newly certified teachers in Georgia). Teachers were told that they were part of the problem with low test scores and basically were not allowed to give input to the Governor or his Education Reform Commission. Although art, music and PE were mentioned in the bill as subjects to be taught, they were not mandated and were subject to funding by the state legislature under a separate appropriation bill. The funding remained at 1 art, music or PE position per 345 students in k - 8. Although funding remained the same as it had in past years, there was great concern that art, music and even PE positions would be cut across the State because of the new emphasis on smaller class sizes.

School systems struggled with having to use local monies to fund local salary incentives above the state salary allotment to pay the new teachers that they were required to hire in order to conform to the new education reform bill. These local monies were usually used to hire art and music teachers among other programs. Arts teachers in the elementary and middle schools were told to get re-certified in another area or risk not having a job the following year. Art rooms were lost, as new classrooms were needed for these new teachers.

Savannah-Chatham County school system announced that they were going to cut 89 excessive art, music and PE positions to fund the new teachers that they needed to hire. They had to cut 21 million dollars out of their budget. Through concerted efforts of a local Arts Coalition formed by Tom Cato, Bruce Little and local arts teachers, they were able to mobilize a small but vocal coalition of parents and citizens that spoke up at local school board meetings. TV, newspaper, and radio interviews got the point across that the arts should be spared no matter what because the are part of "Education Reform." Similar actions were happening across the state as members spoke to groups of parents, to legislators, and to the media. The result - very few cuts occurred this school year and in fact there was a slight increase in the number of job openings, perhaps because people sought re-certification or just decided that they would seek employment in the private sector or in other states.

GAEA, through the Georgia Coalition for Arts Education - composed of 37 different organizations, has actively pursued legislation in the arts. A position paper was created in late December to give to our Governor. Through the efforts of the Georgia Council for the Arts the paper called for the arts (dance, music, theatre, and visual art) to be mandated for elementary through high school. The Coalition has taken on both a lobbyist and an advertising firm that is doing pro-bono work advocating our position that the arts are part of "Education Reform" and should be legislative on behalf of the children of Georgia.

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State	Other State Activities Related to Arts Education (con't)
Kentucky	According to a study by the National Congress of State Legislatures in 1998: The Basic Arts Program is a pilot program of the state arts council. It was designed to help Kentucky schools enhance primary programs by incorporating comprehensive, integrated arts education and arts and cultural education resources into daily curriculum. George Szekely reported that: the State Department has fully funded high stakes testing in the arts at 5, 8 and 11 grades (Commonwealth Accountability Testing System) with both MC and Open-Response Questions. The scores on these test count toward the schools yearly goal. Many schools are seeing that an increase in Arts scores are needed to meet their yearly goal and are hiring art specialist (shortage of art teachers is getting to crisis stage) and funding arts experiences for the students. George Szekely reported that the State board is funding Summer Arts Institutes (4 regions this year and 7 next) at the same level as the other subjects in order to strengthen the subject area knowledge of teachers in the arts. This includes all costs of the institutes and PAY for the teachers to attend.
Louisiana	According to a study by the National Congress of State Legislatures in 1998: The Arts Enhancement Program, supported by the Louisiana Quality Education Support Fund, provides local school systems 42 cents per student for arts-based programs that enhance basic knowledge and skills in the arts as identified in the Louisiana Arts Content Standards. The Talented Program is provided for public school students with talent in visual art, music and theater in 24 parishes. The program is separate from gifted programs, providing talented students opportunity to audition and advance without meeting the gifted academic requirements. Very Special Arts Louisiana, an arts program for exceptional children, brings meaningful and structured arts and arts technology education into the total learning experience of thousands of exceptional students in local educational agencies, parochial and special schools. Arts grant funding through the Louisiana Division of the Arts and the Louisiana Decentralized Arts Program is available to schools, school systems and non-profit organizations in every parish to support arts education planning and programming for K-12 students.
Mississippi	According to a study by the National Congress of State Legislatures in 1998: Arts education advocates in Mississippi received a grant from the Arts Education Leadership Fund in 1996 to develop a comprehensive funding strategy for arts education. It includes analysis of funding for the arts, certified teachers for all districts, a phase-in plan and different levels of funding; i.e., minimum vs. ideal and a gap analysis based on the state's current standing. The Arts Education Leadership Team consists of members of the Mississippi Alliance for Arts Education and representatives from the Mississippi State Department of Education, Public Education Forum of Mississippi and the Mississippi Arts Commission.
North Carolina	According to a study by the National Congress of State Legislatures in 1998: The North Carolina A+ Schools program creates schools where students are taught in ways that enable them to learn and make the most of their talents by combining daily arts instruction with interdisciplinary teaching. In April 1995, 25 schools were selected

State	Other State Activities Related to Arts Education (con't)
	in a statewide competition to undertake the A+ program for four years. These schools were evaluated annually for academic performance and the level of satisfaction for students, parents and teachers. Disciplinary actions, dropout rates and attendance rates were compiled and compared. In the sixth year (2000), the evaluation report will be published and a national conference will be sponsored to share the results. North Carolina also has the North Carolina School of the Arts for talented students.
South Carolina	According to a study by the National Congress of State Legislatures in 1998: No response.
Tennessee	According to a study by the National Congress of State Legislatures in 1998: Tennessee's ACT III involves the Tennessee Department of Education, the Tennessee Arts Commission, and the Humanities Outreach in Tennessee. Each of these organizations provides programs or support for arts education. The Department of Education works directly with 139 local education agencies to provide leadership in curriculum development, staff development and professional enrichment in the arts for educators and students. Humanities Outreach in Tennessee and the arts education program of the Tennessee Performing Arts Center provides youngsters the opportunity to view live professional performances. As part of its Arts in Education program, the Tennessee Arts Commission places artists in school settings and funds other activities to promote arts in schools. The Tennessee Arts Academy is a premier staff development programming arts education. The academy offers a two-week summer training session in arts education for teachers and administrators. Week one is for secondary (7-12) art, music and theater teachers while week two is for elementary (K-6) art, music drama and classroom teachers.
Virginia	According to a study by the National Congress of State Legislatures in 1998: The Virginia Alliance for Arts Education is a member of the Virginia Coalition for Arts Education Task Force, which developed a statewide arts education plan. The Virginia Department of Education through the financial support and assistance of the Virginia Commission for the Arts, the National Endowment for the Arts, the Kennedy Center Alliance for Arts Education, and the Virginia Alliance for Arts Education has coordinated a statewide Arts Education Coalition Task Force. The coalition surveyed existing conditions in arts education in Virginia, held educational forums and roundtable discussions throughout the state and developed a state arts education plan based on their findings and recommendation from the field. The Virginia Alliance for Arts Education also produces a statewide newsletter devoted to arts education research, information, resources and issues of concern to Virginians through support from the state arts commission. As reported through Carole Hubbard and Jean Shackelford the Virginia Fine Arts Leadership Coalition, composed of leaders in dance, music, theatre and visual arts organizations throughout Virginia reported that: * There are Fine Arts Standards of Learning adopted and in place to use in every school. * Legislation was passed in the 2000 session that enables a revision for all subject area.

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* Recent changes in the Standards of Accreditation have given the fine arts a stronger presence in that document.
* A bill was defeated that would have eliminated student fees.
* Clarification of extra-curricular activities has been included in the state code through legislation.
* Amendments that would have jeopardized the position of the arts in the instructional part of the Standards of Learning have continued to be defeated.
* The State Board of Education sponsored a Fine Arts Conference with emphasis on the importance of the arts in teaching and learning.
* Funding for the arts continues to be increased through the efforts of the Virginians for the Arts, the Virginia Commission for the Arts, the professional organizations in the fine arts, and many supportive citizens and legislators.
* Many of our art educators have received appointments to boards, committees and commissions, thereby giving a more visible presence to arts education in many communities as well as at the state level.

State	Current legislative/advocacy efforts
Alabama	None reported
Florida	None reported
Georgia	From Tom Cato, GAEA President The Georgia Coalition for Arts Education (GCAE) and GAEA are currently lobbying for the entire Quality Core Curriculum to be taught. The following is the legislative agenda: Elementary School Recommendations 1) Fine Arts (defined as art, dance, drama and music) should be separated from other curriculum areas in the funding formula. 2) Georgia elementary (K-5) school students should receive a minimum of 120 weekly contact minutes of instruction at each grade level K-5 (and grade six in K-6 schools) as follows: Students should receive 60 minutes of instruction per week in each of two of the fine arts areas (art, dance, drama or music). The choice among the fine arts areas should be at the discretion of the local school district, with the caveat that each discipline requires a sequential delivery of instruction to be effective. 3) The funding formula for Fine Arts should provide for the above minimum instruction time. Middle School Recommendations 1) Fine Arts (defined as art, dance, drama and music including band, chorus, general music or orchestra) should be separated from other curriculum areas in the funding formula. 2) Georgia middle school students should receive a minimum equivalent of one school year (135 contact hours) of instruction in Fine Arts during the course of a two-or three-year middle school program. 3) The funding formula should provide for the above minimum instruction time. 4) If the students are required to spend additional time on academics, a longer academic

day should be required to accommodate arts instruction opportunities for all students.

High School Recommendations
1) Establish graduation requirements so that all students graduate with one unit of study in a Fine Arts area.

Additional Recommendations
1) As part of the Georgia Education Report Card process, collect data to determine the availability of Fine Arts instruction to K-12 students.
2) Establish standards of accountability and an evaluation instrument to measure the quality of K-12 fine arts programs in the public schools of Georgia.
3) Provide for adequate coordination of Fine Arts programs statewide:
a) require that local districts provide coordination of arts instruction, and
b) restore state level coordination for Fine Arts to the previous level (one full time art and one full time music consultant/coordinator, with one dance and one drama contract consultant).

State	Current legislative/advocacy efforts (con't)
Kentucky	George Szekely reported that: he had talked with State Senator Linty Casaba, the chair of the Education Committee who said that the bill that was passed last session to put an art, music, and foreign language specialist in every elementary school in the state was not funded. But he has a promise from Gene Without, State Superintendent, to make this a priority budget item for the 2001-02 school year. This would be for only one pilot school in a district but since KY has150 districts; it would mean a great increase in arts specialists. The KAAE is behind this move and KAEA is a member of KAAE. (remember it is time for KAEA to pay dues to KAAE) George Szekely also reported that: the Ky Citizens for the Arts, of which we are a member, is doing its annual Governor's Award in the Arts and Art advocacy Legislative Reception. (Send a donation from KAEA when asked please). They have a full agenda for the current legislative session to get more money for the arts
Louisiana	None reported
Mississippi	None reported
North Carolina	Rebecca Bailey, NCAE President, reported that: The primary advocacy efforts in North Carolina have been organized by the Arts Education Leadership Coalition, (AELC), a voluntary group consisting of the president, and one other officer or representative for each professional arts education association in the state. The AELC has been assisted by the North Carolina Alliance for Arts Education whose director has acted as organizational facilitator for the AELC meetings. The State Department of Public Instruction Arts Consultants for North Carolina has served in an advisory capacity. The two primary advocacy efforts in the past year involved responding to proposed changes in high school graduation requirements and proposed changes in licensure for

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arts specialists.

In the first case, the AELC was able to convince the School Board that the arts should be listed as "recommended, at least 1 credit and /or local requirement" for high school graduation rather than "not required," as was proposed. Arts Education was also included as a pathway in the adopted program for Career Prep, whereas it had been previously excluded for the proposal requirements.

Licensure issues focused on proposals to split K-12 licensure in all the arts into two age-level certifications for each arts area and, simultaneously, to bring them together as "Music and the Other Arts." After successful testimony before the Board, this issue was dropped. However it subsequently re-surfaced for comment in Fall, 2000. The Board received so much scathing response from superintendents across the state before hearings were held that the matter was dropped.

Charlotte – Mecklenburg, the largest school district in the state and the 23rd largest in the country, enrolling 26,636 high school students, made I credit in the Arts a requirement for graduation this past year. This decision was reached after research into what courses students were taking revealed that 80% were already taking one or more credits in the arts.

State	Current legislative/advocacy efforts (con't_)
South Carolina	None reported
Tennessee	None reported
Virginia	Lin Ferrell, VAEA vice-president, reported that there are advocacy efforts to fund $1.00 per person funding for the arts through the Virginia Commission for the Arts, a granting organization and friend of art educators. An arts advocacy day is held each year at the opening of the state legislature in January. Arts advocates, in mass, visit their legislators to request funding for the arts on that day and host a reception for legislators.

State	State funding formulas for funding arts education
Alabama	Not reported.
Florida	
Georgia	From Tom Cato, GAEA President The current appropriations bill funds 1 art, music, or PE teacher per 345 students for grades K - 8. No school system has to use the money for all three disciplines. There is not separate funding for high school arts teachers.
Kentucky	None reported
Louisiana	Not reported.
Mississippi	Not reported.
North Carolina	Rebecca Bailey, NCAE President, reported that: there is no state funding formula for the arts. It is all based on local decision.
South Carolina	Not reported.

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State	State funding formulas for funding arts education (con 't)
Tennessee	Not reported.
Virginia	Not reported.

State	Types of State Testing for Certification
Alabama	Not reported.
Florida	
Georgia	From Tom Cato, GAEA President state testing currently required: PRAXIS I and PRAXIS II
Kentucky	George Szekely reported that: *New teachers of art are certified to teach K-12. *They must student teach in 2 or the following K-8, 6-8, 9-12. *They must pass the NTE and the art section of Praxis 11 at a certain level. *The Universities are supposed to give them the practical on-demand assessments that we wrote for KDE. *They must go through an internship with a three member panel, one of whom should be an experienced art teacher.
Louisiana	Not reported.
Mississippi	Not reported.
North Carolina	Rebecca Bailey, NCAE President, reported that: state testing currently required: PRAXIS II. More tests were required until the state put into effect a policy of portfolio based licensure. This process is completed during the first three years of teaching. The licensure product is similar to that required for National Board Licensure, but less extensive as befits a beginning teacher.
South Carolina	Not reported.
Tennessee	Not reported.
Virginia	Lin Ferrell, VAEA vice-president, the Praxis is required for certification of graduating art teachers.

State	Supply Funding
Alabama	Not reported.
Florida	
Georgia	Not reported.
Kentucky	George Szekely reported that: no additional money is available from the state - but since KERA and the great increase of school funding overall - he has heard very little from any teacher in Jefferson Co or the state about lack of supplies. The money has trickled down because the arts are on the high stakes CATS test.

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State	Supply Funding (con't)
Louisiana	Not reported.
Mississippi	Not reported.
North Carolina	Rebecca Bailey, NCAE President, reported that: any separate supply funding is at the principal's discretion.
South Carolina	Not reported.
Tennessee	Not reported.
Virginia	Not reported.

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